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Interim Accreditation Activity

The purpose of the interim activity is to support continuous program reflection and improvement and to enhance the Commission's on-going monitoring of preparation programs. The work group and COA believe the activity should be meaningful to the institution and contribute to the accreditation process. Interim activities may be focused on the Education Unit or on one or more of the preparation programs. The institution must demonstrate how the activity aligns with one or more standards and leads to program improvement.

The Interim Activity Report should be brief. The report should provide enough detail that readers understand the focus of the activity, changes in the design of the program(s) or the organization of the education unit, and the Common and/or Program Standards that were addressed by the activity. The Interim Reports will be provided to the periodic site activity team.

Possible Interim Activity Models:

- Institution keeps an ongoing log of all substantive changes in program design for one or more programs or the education unit as a whole. The log identifies program changes with the appropriate standard(s).
- Institution describes new initiatives it is addressing. These initiatives may be legislative mandates, institution or segment wide mandates or a local initiative. The interim activity will briefly describe how the institution is addressing the new initiatives. Finally, the institution will identify the appropriate standard(s) that are affected by the initiative(s).
- Institution uses one or more evaluation or reflection activities that is being completed. The institution describes how the activity informs one or more of its educator preparation programs or the education unit.
- Institution provides a report (similar to the NCATE annual unit report) that addresses one or more standards—Common and/or Program standards—and provides an update on the institution and/or programs since the last accreditation site visit or interim report.
- Institution selects one or more standards (Common and/or Program Standards) to focus on and one or more institutions to work partner with. Partner institutions come together to participate in a peer review process focused on the selected standard(s).
- Institution updates the self-study created for the last accreditation site visit—focusing on some or all of the standards.
- Institution poses a question related to one or more of the educator preparation programs. Institution gathers data related to the question and makes programmatic changes. A report describes the question, the data, the program changes, and aligns the program changes to the appropriate standard(s).
- Institution proposes an interim activity to the Committee on Accreditation describing the activity and how it will be aligned with Common and/or Program Standards.

Further discussion needs to take place to conceptualize how the Interim Activities interface with the Annual Data Reporting and the Site Activity Follow-up Activities.

Questions to be answered for each Interim Activity Model

Specifically what activity is undertaken?

What is submitted to the CTC?

When is the 'report' submitted?

How is the 'report' reviewed? Does the COA review or consider interim activities

How does the interim activity contribute to determining the periodic site level activity?

Do the interim report(s) become part of the evidence submitted during the next site level activity?

How frequently should the interim activity be done?

How can flexibility for the institution and accountability for the CTC be balanced?